DOCUMENT RESUME

ED 076 068 FL 003 812

AUTHOR Caldwell, Genelle; Beusch, Ann
TITLE Wholeness in Learning: A Curriculum Guide for Foreign Language Programs in the Middle Grades.
INSTITUTION Delaware State Dept. of Public Instruction, Dover.; Henrico County School System, Highland Springs, Va.; Maryland State Dept. of Education, Baltimore.
PUB DATE 72
NOTE 78p.; Working draft

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Development; *Curriculum Guides; Educational Objectives; *Educational Philosophy; Educational Planning; Junior High Schools; Language Instruction; Language Programs; *Middle Schools; *Modern Languages

ABSTRACT

This curriculum guide for junior high school foreign language programs illustrates ways in which language instruction is related to the official educational philosophy of the states of Maryland and Delaware. Sections contained in the guide include: (1) relating educational goals, (2) goals of foreign language study, (3) general educational goals and student objectives in foreign languages, (4) administrative considerations for programs in the middle grades, (5) characteristics of the learner in the middle grades, (6) suggested curriculum for foreign language in the middle school, (7) overall goals, curriculum components, broad theme, sources of content, (8) constructing a unit of study for the middle school, (9) choosing a unit theme, stating the overall purpose, selecting key ideas, choosing concepts, and writing performance objectives, and (10) sample tasks. Several samples of materials used in the language laboratory are included. (RL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 076068

WHOLENESS IN LEARNING

A CURRICULUM GUIDE FOR FOREIGN LANGUAGE PROGRAMS IN THE MIDDLE GRADES

WORKING DRAFT

A Cooperative Effort of the Maryland State Department of Education and the Delaware State Department of Public Instruction, with additional input from administrators in the Henrico County School System, Virginia

FALL, 1972

FL 003612

WORKING COPY
DIVISION OF INSTRUCTION

FILMED FROM BEST AVAILABLE COPY

In Appreciation

This guide was started during the 1970-'71 school year as a cooperative effort in curriculum development between two states, Delaware and Maryland. Genelle Caldwell, State Supervisor of Foreign Language Education of Delaware, and Ann Beusch, State Specialist in Foreign Languages and ESOL of Maryland, led the project. Miss Caldwell left her position in Delaware at the close of the '70-'71 school year to accept a position as Coordinator of Foreign Languages in henrico County, Virginia. Miss Beusch and she continued development of the project during 1971-'72. The guide is still in a formative stage and others are being asked to review it critically for further modification.

Special appreciation is expressed to foreign language teachers in Delaware and Maryland who gave so willingly of their time to work on this endeavor.

FOREWORD

The United States is the only major world power which does not require the student to learn to communicate with at least one other linguistically different culture. Realizing that monolingualism limits one's perspective on the world, those who have developed this guide believe that it is the responsibility of the schools to provide programs of study which enable the student to become fluent in a language other than his own. Further, they believe that a study of the Latin language is invaluable in providing the student with an understanding of the roots of that civilization and language which has had a major influence on his own.

TABLE OF CONTENTS

	Page
Relating Educational Goals	1
Goals of Foreign Language Study	2
General Educational Goals and Student Objectives in Foreign Languages	4
Administrative Considerations for Programs In The Middle Grades	8
Characteristics of the Learner in the Middle Grades	11
Suggested Curriculum for Foreign Language in the Middle School (Overall Goals, Curriculum Components, Broad Theme, Sources of Content)	16
Constructing a Unit of Study for the Middle School (Choosing a Unit Theme, Stating The Overall Purpose, Selecting Key Ideas, Choosing Concepts, Writing Performance Objectives)	21
Constructing a Unit of Study	23
Sample Tasks	38
Appendix	68

RELATING EDUCATIONAL GOALS

Each discipline in the school curriculum contributes to the fulfillment of the long-range goals of education. In other words, the total curriculum is interdisciplinary in character. The Policies and Programs Handbook* for the State of Maryland outlines these long-range goals as follows:

1. Develop academic competences.
2. Acquire and use the basic skills.
3. Develop economic and vocational competences.
4. Develop and maintain sound mental and physical health.
5. Be an effective citizen.
6. Be an effective family member.
7. Use leisure time wisely.
8. Appreciate other cultures.
9. Develop aesthetic values.
10. Develop moral, ethical, and spiritual values.
11. Respond intelligently to a changing environment.

*Policies and Programs: Public Secondary Education in Maryland, Maryland State Department of Education, Maryland School Bulletin, Vol. XXXIX, Number 3, April, 1963.

GOALS OF FOREIGN LANGUAGE STUDY*

Foreign language study should:

1. Provide for active participation in language, a form of cultural behaving which permits the student to communicate with another linguistic society, thus breaking him out of his monolingual world.**
2. Promote in the student an understanding of how a linguistically different society behaves and thinks, enabling him to see that his own patterns of behavior and thought are not the only ones or necessarily the best.
3. Embrace the study of all facets of the foreign culture, including comparing and contrasting of the customs, creative endeavors, and institutions of the foreign culture with those in the student's own country, thus deepening the student's understanding of his own cultural and personal values.
4. Sensitize the student to the plurality of cultures within his own society as well as in the world at large, and lead him to value this linguistic and cultural diversity.
5. Provide the student with understandings about the nature of language, how it functions, and its roots in a particular culture.
6. Give the student better control over his own language by comparing selected phonological, morphological, syntactical, and lexical patterns with those in the foreign language.
7. Open up to the student new areas of interest and enjoyment.
8. Open up to the student wider vocational opportunities in such areas as business, industry, military or government service, and the professions.

---

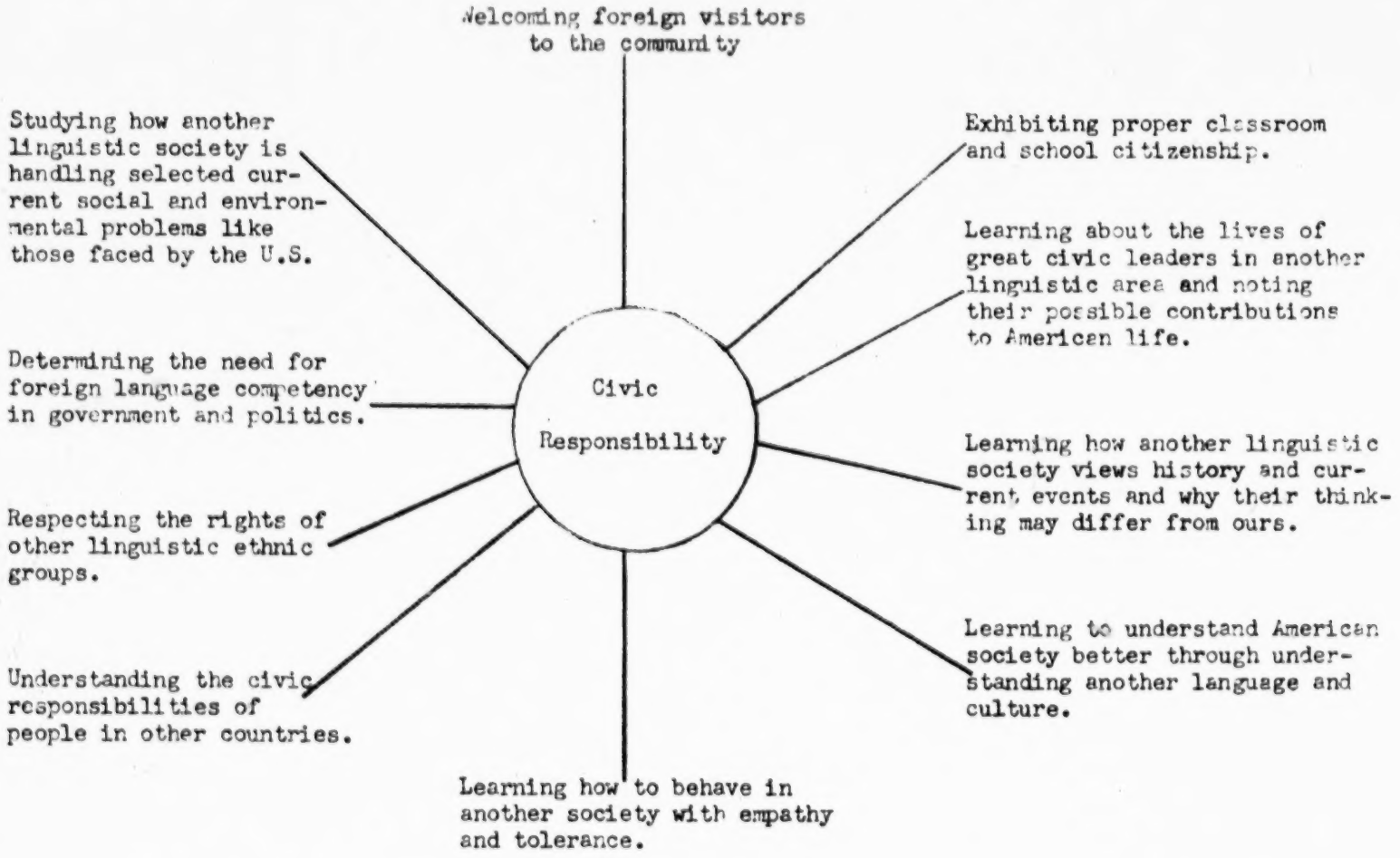
* References - Birkmaier, Emma. "Modern Languages," Encyclopedia of Educational Research. New York: Macmillan Company; 1960, p. 861-888. Foreign Language: A Guide to Curriculum Development. Delaware Department of Public Instruction, 1968. p. 2-3, 9-10.

**This requires long term study, beginning before the middle grades.

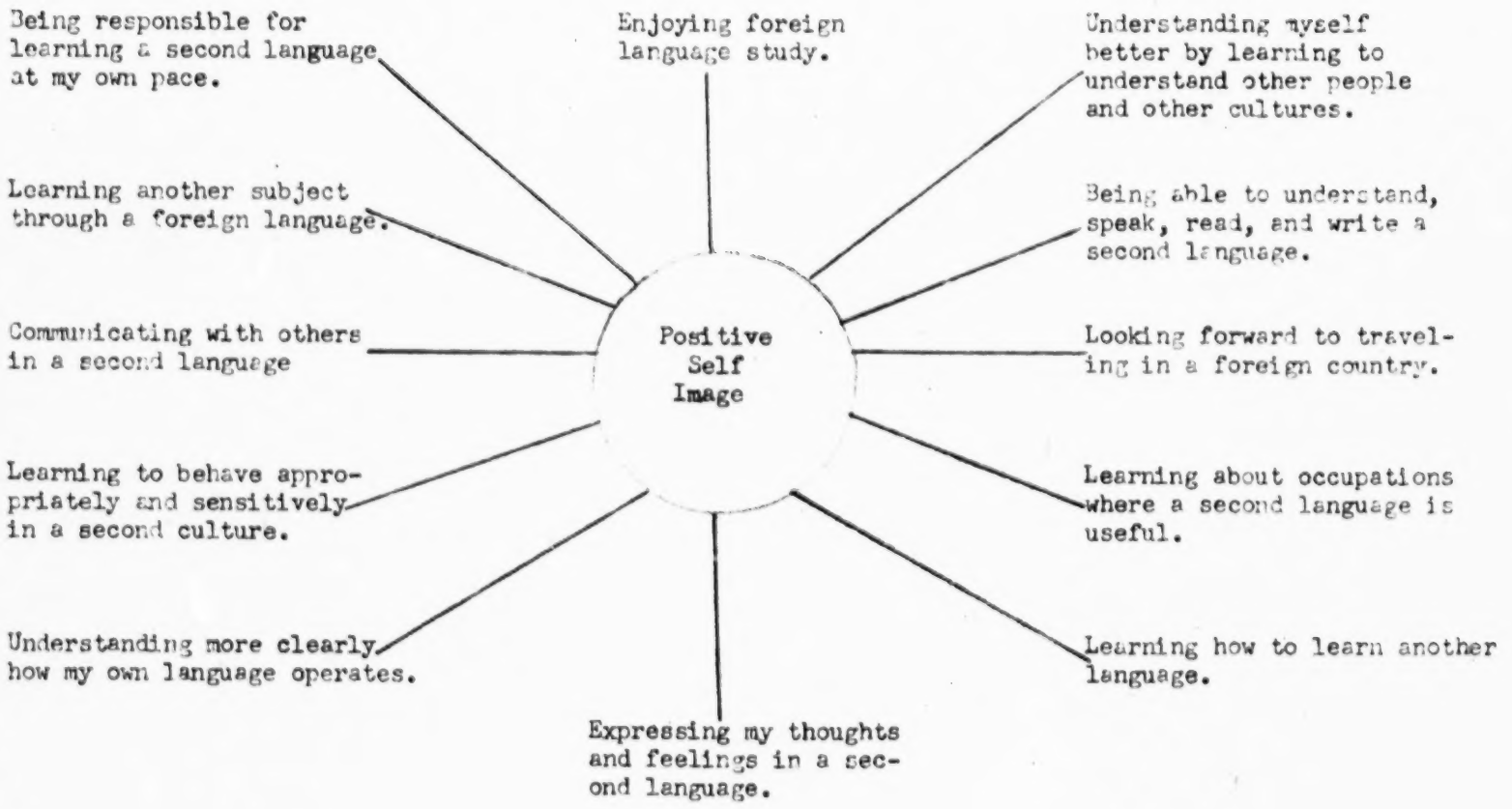
9. Equip the student for more meaningful travel.

10. Involve the student in activities which lead him to ever increasing levels of maturity in reasoning processes, creative expression, satisfaction of curiosity, exercise of personal responsibility, and tolerance of differences in attitudes.

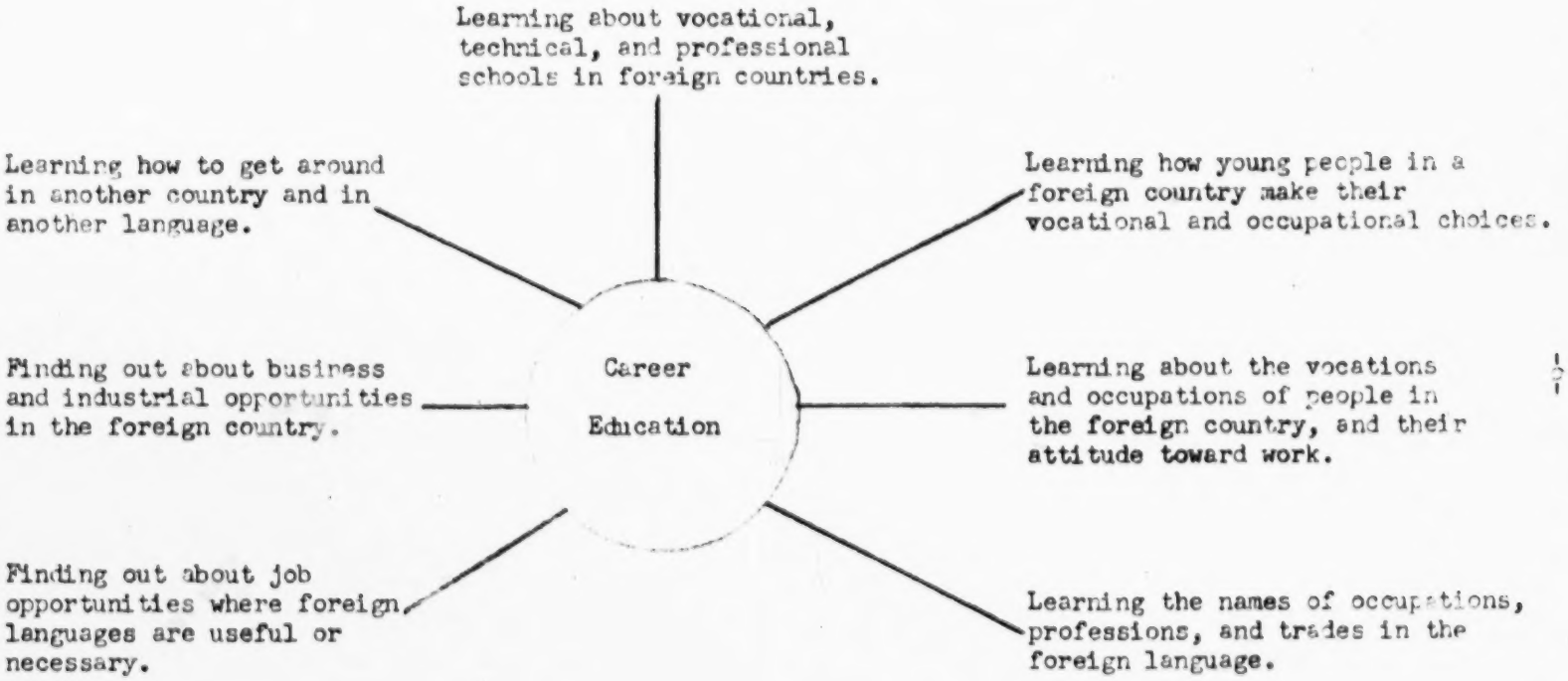
GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES


Welcoming foreign visitors to the community
Studying how another linguistic society is handling selected current social and environmental problems like those faced by the U.S.
Exhibiting proper classroom and school citizenship.
Learning about the lives of great civic leaders in another linguistic area and noting their possible contributions to American life.
Determining the need for foreign language competency in government and politics.
Civic Responsibility
Learning how another linguistic society views history and current events and why their thinking may differ from ours.
Respecting the rights of other linguistic ethnic groups.
Learning to understand American society better through understanding another language and culture.
Understanding the civic responsibilities of people in other countries.
Learning how to behave in another society with empathy and tolerance.

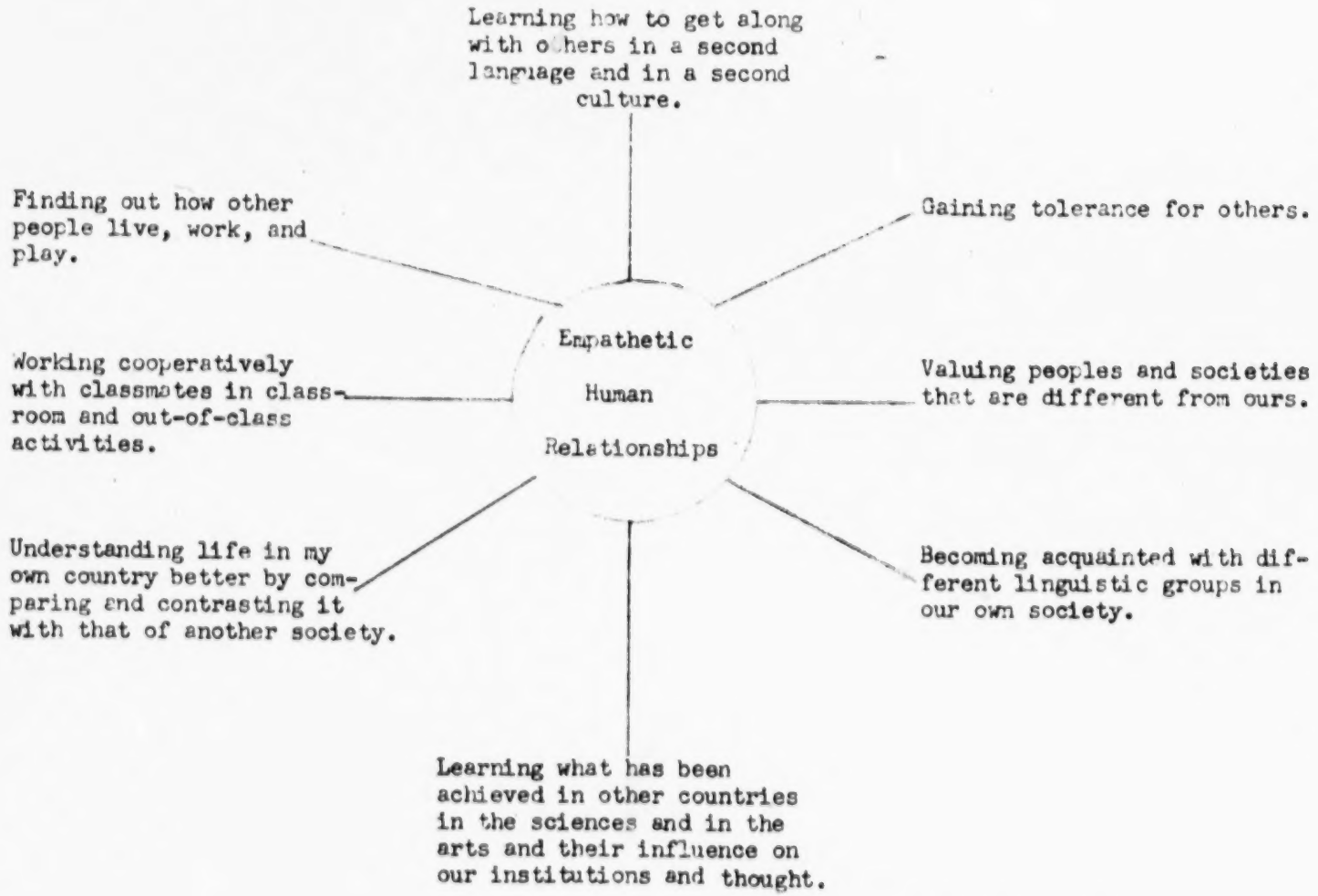
GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES


Being responsible for learning a second language at my own pace.
Enjoying foreign language study.
Understanding myself better by learning to understand other people and other cultures.
Learning another subject through a foreign language.
Being able to understand, speak, read, and write a second language.
Communicating with others in a second language
Positive Self Image
Looking forward to traveling in a foreign country.
Learning to behave appropriately and sensitively in a second culture.
Learning about occupations where a second language is useful.
Understanding more clearly how my own language operates.
Learning how to learn another language.
Expressing my thoughts and feelings in a second language.

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES IN FOREIGN LANGUAGES


Learning about vocational, technical, and professional schools in foreign countries.
Learning how to get around in another country and in another language.
Learning how young people in a foreign country make their vocational and occupational choices.
Finding out about business and industrial opportunities in the foreign country.
Career Education
Learning about the vocations and occupations of people in the foreign country, and their attitude toward work.
Finding out about job opportunities where foreign languages are useful or necessary.
Learning the names of occupations, professions, and trades in the foreign language.

GENERAL EDUCATIONAL GOALS AND STUDENT OBJECTIVES


Learning how to get along with others in a second language and in a second culture.
Finding out how other people live, work, and play.
Gaining tolerance for others.
Empathetic Human Relationships
Working cooperatively with classmates in classroom and out-of-class activities.
Valuing peoples and societies that are different from ours.
Understanding life in my own country better by comparing and contrasting it with that of another society.
Becoming acquainted with different linguistic groups in our own society.
Learning what has been achieved in other countries in the sciences and in the arts and their influence on our institutions and thought.

ADMINISTRATIVE CONSIDERATIONS FOR PROGRAMS IN FOREIGN LANGUAGES IN THE MIDDLE GRADES

Why should foreign languages be offered in the middle grades?

The student should have the opportunity to:

1. begin or continue developing language skills and making a case study of a society.
2. relate linguistically and culturally with children of a foreign culture, learning that both may participate in similar activities and share similar interests and life goals.
3. understand that another culture may have certain different cultural patterns which can be contrasted with his own, thus gaining a greater perspective on his own culture and value system.
4. acquire a new coding system for another real language. It is characteristic of children of this age that they make up their own languages.
5. develop greater awareness and appreciation of the different cultural and linguistic groups who are a part of his own community and nation.
6. strengthen his command of the English language through the study of a foreign language.

Which languages should be offered?	Languages which are offered in the high school should be scheduled in the middle grades. This gives each student the opportunity to pursue his chosen language until he gains competency in it.
Who should study foreign language?	Foreign language programs at any level should be open to all students.
What kinds of programs should be offered?	The curriculum in foreign languages should be varied to meet the needs and abilities of all students. Content must exploit the natural interests of students at this age, and be organized in a continuous program which is a part of the total foreign language curriculum of the school(s). This foreign language curriculum should include exploratory experiences which can be incorporated into other areas of the curriculum (language arts, art, social studies, science, etc.). During the study of an area of Latin American social studies, for example, the student should have some exposure to the Spanish language. These types of experiences can occur throughout the elementary and middle grades.

How much time should be devoted to foreign languages?	A minimum exposure of 30 minutes per day is recommended for younger students, and 45 to 55 minutes per day is recommended for other students.
How much subject matter should be covered?	In order for all students to have a comprehensive program which includes cultural enrichment activities as well as mastery of the basic skills, it is recommended that the minimum program for the middle grades approximate what is usually considered Level I and part of Level II.* In the last analysis, however, each school system must determine the appropriate amount of content for its students. In self-pacing programs the content covered will vary according to the needs and abilities of the individual learner.
What happens to the student in grade 9?	If he is fortunate enough to enter a senior high school with a continuous progress program in foreign languages, he will most probably enter Level II at whatever point he has reached in his study. In a more traditional program, he will either begin

*See Appendix for chart of skills and competencies in Levels I and II.

Level II or be placed in an off-level section. It is important that he not be placed either with students who are beginning their study of a foreign language in the senior high school or students who have had a one-year exposure to foreign languages.

What kinds of scheduling patterns exist for foreign language programs?

1. The conventional time block
2. Modular scheduling
3. Flexible scheduling as organized daily or weekly by a team of teachers responsible for various disciplines and a certain number of students

What kinds of foreign language programs fit these scheduling patterns?

All of the scheduling patterns described above allow for individualizing of instruction depending upon the human and material resources available. All lend themselves to large group instruction, small group interactions, and supervised independent work sessions. The following is an example of how one 45-minute block of time can be organized in terms of the three types of grouping just described:

15 minutes - Presentations by teacher and students to large group.

20 minutes - Supervised independent work period in which students receive help on

individual problems, practice language skills with various media or work on enrichment activities.

10 minutes - Small-group interaction sessions with student leaders, native speaking aide, and teacher.

Several of the activities described above may be going on simultaneously and in any order.

What are the characteristics of a good foreign language program in the middle grades?

A good program in foreign languages (for the middle grades):

- is based on a written curriculum which specifies the performance objectives sought but allows for flexibility in attaining them through unit planning and an interdisciplinary approach.
- permits each student to have successful learning experiences in the foreign language.
- provides the student with maximum active involvement in the foreign language and the foreign culture.
- uses a variety of multi-sensory materials which immerse the student in the language and culture.
- is based on a wide range of audiovisual materials and equipment to insure maximum individualization.

- provides the student with experiences in the foreign language beyond the classroom.
- provides maximum articulation with the elementary and senior high school programs.
- is open to all students.
- provides daily exposure to the foreign language.

CHARACTERISTICS OF THE LEARNER IN THE MIDDLE GRADES*

At this age, i.e., 10-14 years, a child grows in uneven, though constant stages as he progresses toward maturity. As a result students at this stage exhibit a very wide range of social and emotional attitudes, achievements, and personal interests. Despite this variation, however, there are certain characteristics which appear to be common to many middle school learners and which distinguish them from other age groups.

The middle school learner as a person:

- often behaves inconsistently and erratically as he moves from dependent to independent status.
- is often self-conscious and physically awkward.
- constantly seeks the approval of his peers and wants to be noticed.
- tends to be idealistic and concerned about social justice.
- has a tendency to be restless and talkative, wanting to get things done in a hurry.
- has a short interest span.

The student as a learner of language:

- enjoys a multi-skill approach to learning and likes varied activity.
- likes role-playing, singing, and games but also shows interest in developing and demonstrating more formal skills such as writing.
- learns vocabulary more quickly than at an earlier age but is less able to imitate sounds and intonation and to produce them accurately.
- has a great desire for factual knowledge.
- wants to know what he is learning and why and to be aware of his own progress.

---

*Adapted from "Sequence of Growth and Instruction in the Elementary Schools," California Journal of Elementary Education, Vol. XXX, No. 2, pp. 108-120, November, 1961.

- regards language more as a thought process than as a spontaneous skill.
- is developing problem-solving skills and inquiry processes along with the ability to think.
- tends to compartmentalize what he has learned, dividing one type of structure, inflection, or skill from another.
- has a tendency to translate for clarification and security.
- tries to alter sentence patterns and to give his statements a stamp of originality instead of accepting them at face value.

In addition, some students at age 12-14:

- show marked growth in analytical powers.
- are able to organize their learning.
- demonstrate added versatility in the uses of word order for emphasis, shades of meaning, and implication.
- show increasing interest in language as language; i.e., semantics, morphology, syntax, etc.

SUGGESTED CURRICULUM FOR FOREIGN LANGUAGES IN THE MIDDLE GRADES

The goals to be stressed in the foreign language program for the middle grades are starred (*) in the chart below. The other goals are not to be ignored, however, but are to be touched upon when appropriate. The major thrust of the program throughout is the experiencing of another culture through its language. The content of the curriculum focuses on those areas of experience in daily living which are common to children of the middle grades in the American and foreign cultures. It also focuses on the foreign environment in which these experiences take place--its geography, art, music, folklore, dances, etc. An interdisciplinary approach, therefore, is particularly appropriate for the development of each unit theme.

Overall Goals of the Program

*1. Active use of the foreign language: listening, speaking, reading, and writing.

*2. Experiences in how a linguistically different society behaves and thinks.

*3. A deeper understanding of American life through comparison and contrast with the foreign culture.

*4. A greater sensitivity with regard to the plurality of cultures within American society and the world.

*5. A better understanding of the nature of language, how it functions and its roots in a particular culture.

*6. Greater control over one's own language.

*7. Broadened interests, knowledge, and enjoyment.

8. Wider opportunities within one's chosen vocation.

9. Preparation for meaningful travel.

10. Increasing levels of maturity in reasoning processes, creative expression, satisfaction of curiosity, exercise of personal responsibility, and tolerance for others.

Curriculum Components

The total foreign language curriculum, in light of the foregoing goals, should be based on a systematic development of the following curriculum components:

-- Key ideas: cultural, cross-cultural, linguistic

-- Listening comprehension

-- Speaking (including pronunciation, intonation, and stress)

-- Reading

-- Writing

-- Vocabulary

-- Personal development and enrichment

These components are broadened and deepened through successive curriculum units so that language skills, information, and cross-cultural understandings are constantly presented, reviewed, and combined with new learnings in these areas.

Broad Theme

To achieve maximum integration and progressive development of the components described above, the total foreign language curriculum of the middle grades can be organized around a broad theme which allows for the systematic development of fundamental skills in the foreign language through a search for cultural knowledge and understanding. The following are a few suggested broad themes:

- A Voyage into Time: The Roman World
- English for our Friends from Abroad (ESOL)
- Two Worlds: The Spanish-Speaking World and Ours (bilingual education)

- The French-Speaking World: You Are There
- Life in the German-Speaking World

Other possible broad themes may be decided upon involving other subject-matter areas such as social studies: for example, "Central America - Its People and Its Language."

Sources of Content for Curriculum Units

Within the broad curriculum theme chosen for the middle school foreign language program, specific curriculum units can be developed which lead the child to identify more and more with the language and the culture of the foreign society. Listed below are a number of possible content sources from which specific curriculum units appropriate for the middle school student may be organized:

- Courtesy patterns
- Family living
- Friendships
- Daily activities (the school, marketing, eating, telephoning, etc.)
- Historical and geographical setting
- Clothing
- Holidays and recreation
- Leisure time activities
- Travel and vacations
- Transportation
- Creative endeavors (Ex. - art, crafts, folklore, songs, dance, poetry)
- Clubs and group activities
- Careers
- Influence of the culture in American life, including the local community

Specific unit themes are drawn from these broad content areas and developed through the curriculum components. It is conceivable that one unit theme will draw from a number of the broad areas and will develop each of the components. This type of unit provides maximum opportunity for a truly interdisciplinary and integrated curriculum. A unit theme such as "What it is like to attend school in Germany," lends itself to incorporating interdisciplinary experiences from areas such as: customs, kinds of schools and curriculum, class schedules, music, art, games and sports, personal relationships, holidays, dress, school buildings, and classrooms.

In the next section, the writers present steps in developing a unit of work which is interdisciplinary in nature. They hope that this unit will be helpful.

CONSTRUCTING A UNIT OF STUDY FOR THE MIDDLE SCHOOL

Purpose of this section

The purpose of the following section is to help the teacher build the curriculum. The section presents a framework for a unit of study which has as its component parts: key ideas, concepts, performance objectives with assessment tests, and tasks. No attempt has been made to develop each component fully, but instead to explain how to develop each component and to give enough specific examples within each one to guide a teacher desiring to plan in this manner.

Different organizational patterns for instruction are possible. The organization of the following sample unit around performance objectives has been chosen because of the flexibility which it affords the teacher and the student. In a situation in which the class moves together unit by unit, or in an individual continuous progress program, the student knows what is expected of him at the outset. His goals are clear. With rich resources provided in the classroom, highly motivated students can arrive at their own performance objectives with less direct help from the teacher than in the conventional lock-step organizational pattern in which the student learns the goals of his study in a day-by-day fashion.

Because the teacher has organized the total unit for implementation before its actual use, he is not burdened with preparing lesson plans on a daily or weekly basis. He can, therefore, devote more of his energies to helping students manage their own learning. Such an organizational pattern also lends itself more easily to evaluation, not only at the end of the unit but also in minimal steps along the way. Each student is then assured of some feeling of success and progress. This also makes accountability easier since evaluation is built in as an ongoing process.

The student is involved in large group work, small group work, and independent study as he attacks his learning tasks.

A Note of Caution

The members of the Curriculum Committee for this guide do not believe in rigidity in any type of organizational planning. Advance planning does not preclude the addition of learning activities by the teacher and by the student during or at the beginning of the study suggested here. In fact this built-in flexibility is encouraged.

CONSTRUCTING A UNIT OF STUDY

STEP ONE: Choosing a Unit Theme

Considerations for Choice Of Theme

Will the chosen theme for the unit:

- increase or broaden the number of situations in which the student can perform actively in the foreign culture?
- extend the student's control over the four fundamental skills in the foreign language?
- increase the student's knowledge of the foreign culture and of his own culture?
- involve him in a variety of learning activities?
- incorporate the use of a variety of materials and audiovisual equipment?
- lend itself to interdisciplinary activities?

Application

Theme: Shopping, Cooking, Dining à la française

This theme was chosen from a continuing program in a textbook but was reworded to broaden its linguistic and cultural base. Materials are drawn from other sources in addition to the text. (Single texts are, in most instances, limited.)

STEP TWO: Stating the Overall Purpose of the Unit of Study

After choosing a theme, the overall purpose of the unit should be stated briefly.

Shopping, Cooking, Dining *à la française*.

Overall Purpose

The purpose of this unit is to provide experiences where the student can actively participate in shopping, cooking, and eating situations within the context of the French culture. It should also help him to become sensitive to different customs and values, and in turn, to become more aware of his own.

STEP THREE: Selecting Key Ideas, Linguistic and Cultural

Definition of Key Ideas

Key ideas are the substance or the essence of learning experiences which remains with the student long after the skills and facts which develop them have faded. Key ideas synthesize learning, giving it wholeness and meaning. Without them, learning is disconnected and may seem trivial to the learner.

The key ideas chosen for a curriculum unit also provide the basis for the choice of objectives and content. The search for key ideas under the skillful guidance of the teacher assures the learner of experiences in discovery.

Selected Examples of Key Ideas from this Unit

1. Language is culture. Foreign words have English connotations to the learner unless presented in their own particular cultural context. "Un café" to a Frenchman is not a cup of instant coffee!
2. Shopping in France is usually a daily affair although the "supermarché" is growing in popularity. For the three commodities which must be just right, however -- bread, wine, and meat -- the French housewife shops at specialty shops.
3. Frenchmen love to eat. If the budget is to be cut, food is the last item to go.
4. The daughter is often expected to help with planning, purchasing, and preparing food.
5. Food preparation is considered a fine art, consuming much time. The French chef has gained an international reputation. The French are not overly fond of canned goods or TV dinners.

6. The table setting is different in France. Forks and spoons are placed with tines of the fork and bowl of the spoon facing down rather than up. The spoon is placed horizontally above the plate.
7. The Frenchman serves his food in a series of courses, each on its own separate plate, so that the taste of each course can be savored without interference from the other foods.
8. It is not considered poor table manners to put one's forearms on the table in France.
9. The Frenchman raises food to the mouth with the fork held in the left hand when cutting food with the knife.
10. Meal time is conversation time for the whole family.
11. Ordinarily the Frenchman takes two hours for lunch (noon to 2 p.m.). This is his main meal of the day.
12. Building vocabulary in context referring to food, shopping, and eating, in addition to use of new structural items (orthographical changing verbs and object pronouns) increases the student's control over language.

STEP FOUR: Choosing Concepts

Definition of "Concept"

Concepts about culture and language are expressed through the medium of words and phrases. The latter are the building blocks necessary for the understanding of key ideas.

One's concepts about culture and language are derived from experiencing or observing those predictable ways of behaving known as patterns of language and patterns of culture. The concept of the term "direct object pronoun" has both similarities and differences in English and French. These must be made clear. A phrase such as "la cuisine française" carries with it certain concepts about French cooking, shopping, and eating patterns which must be experienced and observed in order to be understood and fully appreciated.

Patterns of culture may also include value judgments. Thus the phrase

Cultural:

- la cuisine française (French cooking)
- specialty shops
- le franc (monetary unit)
- cordon bleu (gourmet cooking)
- la cuisine (kitchen)
- the French refrigerator
- French table setting
- Manners at table
- Conversation at table

Selected Vocabulary Items:

- le supermarché (supermarket)
- l'épicerie, l'épicier (grocery store, grocer)
- la boulangerie, le boulanger (bakery, baker)
- la boucherie, le boucher (butcher shop, butcher)
- acheter (to buy)
- la soupe à l'oignon (onion soup)
- les côtelettes de mouton (lamb chops)
- sauce Béarnaise (one special sauce)
- la salade (salad)
- le pain (bread)
- le fromage (cheese)
- les fruits (fruit)
- le vin (wine)
- l'entrée (main course)

"la cuisine francaise" may automatically mean "excellent cooking, superb food."

Selected Structural Items:

- orthographical changing verbs - "acheter" family
- use of "prendre" in present tense with food
- use of phrase "aller prendre" with food
- use and position of object pronouns in following phrases: le voilà, la voilà, les voilà.
- imperatives: donnez-moi, donnez-nous

STEP FIVE: Writing Performance Objectives

Characteristics of a Performance Objective

1. It describes the action the learner will be expected to perform at the end of a particular unit (or year's work).
2. It states the conditions under which the student will be expected to perform and limitations, if any, and the degree of proficiency required.
3. It serves as a guide to the student in his work.
4. It will be tested at the close of the unit with students in situations different from those activities where they originally learned to perform various actions. Preferably, the student will be tested on his performance of each objective in three different situations.

Sample Performance Objectives for this Unit

P.O. 1

Given the materials, tools, and directions for in-class and out-of-class learning activities, the student, by the end of this unit should be able to:

. demonstrate his understanding of a minimum of six customs or patterns of shopping, cooking, and eating in France which differ from his own.

Assessment Tasks (to be given at end of unit)

1. Use six cartoons which depict customs or patterns of shopping, cooking, and eating in France and in the United States. Draw a star (*) by those which are French and a circle (O) by those which are typical of our country.
2. Pretend that you are visiting in a French home. Write in English no more than one page on what you would say to a member of the family about what you have learned about likenesses and differences in their living compared with that of your own family. Be sure to include at least six likenesses or differences regarding customs.

3. From the list below select three French words which have contextual meanings which are different from their English equivalents and explain what there differences are.

   le vin

   la cuisine

   le pain

   le déjeuner

   l'entrée

   le beurre

P.O. 2

.demonstrates that he comprehends aurally the basic French conversations and readings in the unit by:

(1) following directions and commands given him by the teacher; (2) matching French statements given orally with visuals or English equivalents; (3) listening to a conversation in French and answering questions in writing (in English or French) about its meaning.

Assessment Tasks (to be given at end of unit)

1. In the classroom there are many objects and drawings which you have learned to identify and talk about in French in this unit. Your teacher will ask you in French to point to ten of these objects.

2. On tape #1 there are five complete sentences in French which you have worked with during this study. You are to listen to each statement one time and then write the English equivalent in the spaces provided. Stop your machine after each statement to give you time to write.

   1.

   2.

   3.

   4.

   5.

3. Your teacher and the native-speaking aide will present a conversation in front of the class dealing with our study. Listen carefully to their presentation and the questions which they will ask about it. Answer their questions in English. If you wish to try your hand at French answers, fine! You do not have to give complete sentences.

   1.

   2.

   3.

   4.

   5.

P.O. 3

. demonstrates his ability to use orally the vocabulary and structures in this unit about shopping, cooking, and eating in the following types of conversational situations: asking and answering questions; role-playing; identifying objects in the classroom in complete sentences.

Assessment Tasks

1. On the table there are five objects whose names you have learned. You are to identify each object in complete sentences. If you wish to add other comments in French about them, fine! You are expected to identify all five objects correctly.
2. You are to take the native speaking aide on a tour of the classroom, asking for what you wish and passing the "time of day" with her. She will be the shopkeeper at each stop. Your tour is to last no more than five minutes. The aide will record a comment about your performance on your evaluation sheet.
3. On tape #31, there are five questions in French. Space has been left on the tape for you to answer each of these questions

in complete sentences in French. You are expected to have a minimum of four correct answers. You may listen to the questions and practice your answers before recording them.

P.O. 4

. Read aloud in French with acceptable pronunciation and intonation recombinations of basic readings which use the same vocabulary and structures in this unit.

Assessment Tasks

1. Below is a reading exercise about shopping. Read it over several times to yourself, then to the aide. Be sure that you practice reading it in thought groups, with attention to pronunciation and intonation. The aide will record a comment on your evaluation sheet about your performance.

Reading

Marie va ce matin à la boulangerie acheter du pain pour le déjeuner et le dîner. En route elle rencontre son amie Jeanne qui désire prendre un coca-cola au café. Elles vont au café de la Paix, prennent un coca-cola, et puis continuent à marcher ensemble vers la boulangerie.

2. Below is a list of ten words and phrases which you have learned. Read them over

to yourself silently and then read them to the aide.

1. Cordon bleu
2. l'épicerie
3. aller prendre du café
4. Voilà le fromage
5. Voulez-vous prendre du chocolat?
6. Quand prenez-vous le petit déjeuner?
7. Je prends le dîner à huit heures.
8. Donnez-moi le beurre, s'il vous plaît.
9. Robert parle avec ses parents pendant le repas.
10. Denise prépare la salade pour la famille.

3. Below is a conversation in French. Choose a classmate and prepare to read the two different roles to the teacher. She will comment on your performance. You may change the names if you wish.

Au Restaurant

Maman: Qu'est-ce tu prends, Robert?

Robert: Je prends de la soupe à l'oignon, une salade, une côtelette de mouton, des pommes frites, un verre de lait, et après, un dessert. J'ai un faim de loup!

Maman: Tu as bon appétit aujourd'hui. Garçon!

P.O. 5

. Additional Samples of Performance Objectives

Read silently in French recombined materials based on the vocabulary and structures in this unit, and demonstrate his reading comprehension by

(1) answering questions

(2) summarizing meaning

(3) retelling the story in his own words

Assessment Tasks

Space does not permit inclusion of assessment tasks for this objective.

P.O. 6

. Demonstrate his ability to use in writing what he has learned to say in this unit by:

(1) taking dictation

(2) writing from memory

(3) answering questions

(4) asking questions

(5) completing sentences from given cues

(6) completing paragraphs, and dialogues, from given cues

P.O. 7

. Use all of the following verb forms with a minimum of 90 percent accuracy in the affirmative, negative, and interrogative

in speaking and writing activities: the present tense of "prendre", "aller prendre", acheter".

. Use all of the following phrases appropriately and correctly in complete sentences: "le voilà", "la voilà" "les voilà"; "Donnez-moi"; "Donnez-nous."

P.O. 8

. Identify or produce the sound "u" in a given number of spoken and written French words with a minimum of 90 percent accuracy.

P.O. 9

. Accept responsibility for his own work as evidenced by use of time, scheduling work, attitudes, initiative, and progress. Both the teacher and the student will evaluate this important area of his work.

P.O. 10

. choose from a variety of optional tasks for additional reinforcement and enrichment. These optional tasks will increase the student's ability to handle the preceding performance objectives.

STEP SIX: Writing Tasks for a Curriculum Unit

Definition of a Task: A task is a clearly defined learning activity, one small step in a continuum of learning activities. Each task in a learning continuum should build toward those skills and understandings which enable the student to demonstrate and evaluate his competency in terms of performance objectives. The continuum can be interpreted as the equivalent of the daily lesson plans of the teacher. In the context of this organizational structure, however, the student has the plan in which his responsibilities are clearly delineated.

Each task must:

- explain to the student what he is to do
- indicate when he can begin
- indicate facilities and resources available for the task
- describe any limitations in the activity
- include an assessment task to indicate to the student how well he has performed

If the student does not perform at the level of expectation, he is recycled into the same activity or into another one which will help him reach the desired level of proficiency. Often, three tests are prepared for each task for use by those who may need recycling.

If the tasks are clearly stated, many students will accomplish them without much direct teacher assistance. When they have completed one task successfully, they can proceed directly to the next task, or to another one in the continuum for which they feel prepared, or to an optional task.

Sample Tasks For This Unit

The performance objectives for each task are listed in both the teacher and the student sections. It is suggested that the teacher read the student section for each task before reading the teacher section.

Teacher Tasks

1. Introduction to the Unit

   . Refer to P.O.'s 1 thru 10, pages 29-36.

   . Provoke interest and provide an overview of what is to be accomplished.

   (a) set a small table in the French manner and ask students to comment on differences and similarities with table settings in their own homes.

   (b) lead group in general discussion about their role in family customs of shopping, cooking, and eating.

   (c) find out what the students know about French cultural patterns of shopping, cooking, and eating.

Student Tasks

Task #1

Student Objective: To find out the theme of the unit, its purpose, what it is all about, and what is to be learned from it.

Task: Participate in the large-group session directed by your teacher. If necessary, reread the performance objectives for the unit which will be given to you.

Task Assessment: Write a short statement of no more than one-half page of what you expect to learn from this unit. Your teacher will read your statement, comment on it, and place it in your folder to help you evaluate your progress at the end of the unit.

P.O.'s 1 thru 10.

(d) end the discussion with this question: "If you were a French girl or boy, how would you shop, cook, and eat?" This question leads directly into the theme of the unit: "shopping, cooking, and eating à la francaise."

(e) give an overview of the unit and distribute the performance objectives for it. Discuss the objectives with the group and tell them how their daily work will help them to achieve these objectives.

(f) read students' statements to determine effectiveness of the introductory presentation and adjust plans accordingly.

2. Developing Listening Skills

Refer to P.O. 2 also (1) (3) (7) (9) (10) - Pages 29,32,35 and 36.

(a) Prepare and assemble the necessary audio-visual materials and equipment for this task:

. pictures

. transparencies/overhead

. plastic vegetables

Task #2

Student Objectives: To recognize the following when you hear them said in French in a short dialogue:

. Four types of soup

. Four types of vegetables

. The verb "prendre" used with foods

Task: Participate in the large-group session where your teacher will demonstrate

. tape-recordings/tape recorder or cassette
. Language Master Cards/ Language Master

(b) Prepare and tape a ten-item listening comprehension test. Two other versions of the test should also be prepared for those students who will have to be recycled through the material.

(c) In a large-group demonstration session, teach the meaning of the following items in the context of a short dialogue:
. Four types of soup
. Four types of vegetables
. The verb "prendre" used with foods.

(d) Provide additional individual practice for those students who need it (with the Language Master, for instance).

(e) Evaluate the students' grasp of meaning on a ten-item listening comprehension test

and drill the meaning of the items listed above. At the end of the large-group session you may want to take the listening comprehension test right away. If you feel that you need more practice, however, you may join one of the small groups working with the teacher or an aide, or you may drill yourself on the Language Master using cards A1 through A10.

Task Assessment: When you are ready to be tested, ask the teacher, aide, or a student who has completed the task successfully to check your competency. You will be asked to point to pictures of the object when you hear them. Since this is basic material, you must reach 100 percent accuracy on this listening test. Record your score for this test on your evaluation sheet with the date. If you were not successful on your first try, practice some more, and try Test #2... Go on to Task #3 or work on the following optional task. P.O. 2 also (1) (3) (7) (9) (10)

Optional Task #1: Read the Xerox copy of the newspaper article (O-1) describing the training needed to become a famous French chef. Write four statements about the

involving the matching of visual and oral items. The criterion for the test is 90 percent accuracy.

(f) Provide additional help and practice for those students who do not reach the specified criterion. Re-evaluate these students by means of comprehension Tests 2 and/or 3.

(g) Have pictures and cassettes ready for those students who complete Task #2 almost immediately and choose to go on to Task #3 rather than do the following optional tasks.

(h) Provide optional enrichment tasks for those students who are successful on their first try at the Assessment Task.

3. Developing Speaking Skills

Refer to P.O. 3 also (1) (2) (7) (9) (10) - Pages 29, 30, 35, 36.

(a) Prepare and assemble the necessary audio-visual materials and equipment for

article and place your paper in your folder for your teacher to read.

P.O. 1 and 10

Task #3

Student Objectives: To be able to name the following items orally in French from pictures with pronunciation and fluency acceptable to the teacher or teacher aide:

. Four types of soup

this task:

. pictures
. transparencies/overhead
. tapes/tape recorder
. cassettes/cassette recorder

(b) Prepare a ten-item speaking test which involves the identification of a series of pictures. For those students who must be retested, the order in which the pictures is shown must be changed.

(c) In a large or medium-group drill session, teach the pronunciation of the following items in the context of a short dialogue:

. Four types of soup
. Four types of vegetable
. The verb "prendre" used with foods.

(d) Provide additional practice for those students who need it: a small-group drill session or individual practice with a cassette.

. Four types of vegetable
. The verb "prendre" used with foods

Task: Participate in a group drill session where you will practice the items listed above in a short dialogue. At the end of this session, you may want to take the test on this material right away. If you feel that you need more practice, however, you may join one of the small drill groups conducted by the teacher or teacher aide, or you may choose to practice independently using the pictures in your textbook (Page 48) and a cassette (#3-5)

Task Assessment: When you are ready to be tested, ask the teacher or the teacher aide to check your competency. Since this is basic material for speaking in French, you must reach 90 percent accuracy in naming the items from pictures. Your pronunciation and fluency in French must be at least "acceptable": i.e., a minimum score of 3 on a 0-5 scale. Record your scores for the test on your evaluation sheet with the date. If you were not successful on your first try, practice some more with the pictures and the cassette and try Test #2.

... Go on to Task #4 or work on the following optional task. P.O. 3 (1)(2)(7)(10)

(e) Evaluate the students' oral proficiency in French on these items by having them identify ten pictures. The criterion for this test is 90 percent accuracy in identification. Fluency and pronunciation should reach a minimum of 3 on a 0-5 scale.

(f) Provide additional help and practice for those students who do not reach the specified criteria. Re-evaluate these students by means of speaking tests 2 and/or 3.

(g) Have direction sheets for Task 4 ready for those students who complete Task 3 almost immediately and choose to go on to Task 4 rather than do the optional enrichment task.

(h) Provide optional enrichment tasks for those students who are successful on their first try at the Assessment Task.

P.O. 1, 2, 3, 8, 9, 10

Optional Task 2: In the packet (O-2) for this task, you will find ten illustrated Language Master Cards. These cards describe how "La soupe à l'oignon" is prepared. Study and practice each card several times on the Language Master. When you are ready, go to your teacher and identify the ingredients on each illustrated card. If you wish, try to describe in sentences how "la soupe à l'oignon" is prepared.

P.O. 1, 2, 3, 8, 9, 10

4. Developing Speaking and Reading Skills

Refer to P.O. 4 also (1) (2) (3) (5) (7) (8) (9)

(a) Prepare and assemble the necessary audio-visual materials and equipment for this task:

- textbooks
- tape/tape-recorder
- table and table settings
- props, such as French menus, napkins, waiter's towel, etc.

(b) In a large-group situation, read (model) the "conversation" on page 41 of the textbook. The students follow (read) silently in their textbooks. As a second step, read aloud the parts of the mother and the waiter; have the students read chorally the children's responses. As a third step, read the parts of the children and have the students read chorally the roles of the mother

Task #4

Student Objectives:

1. To read the conversation on page 41 of your textbook fluently and clearly.
2. To role-play, from memory, the conversation on page 41 of your textbook fluently and clearly.

Task

1. Participate in a large-group session where, with the help of the teacher, you will practice reading aloud the conversation on page 41 of your textbook.
2. Become a member of a small group, choose a role in the conversation, and prepare to present the whole conversation as a group for the teacher or aide. You may want to suggest to your group that you set the table.

Use whatever props are available. The conversation is on Tape #3 if you wish to drill yourself further on your part.

Task Assessment: Act out the conversation with the rest of your group for the teacher or the aide. You must reach a minimum score of 3 on a 0-5 scale. Suggestions and comments on your performance will be entered

and the waiter. Finally, read one role and have the students read the responses chorally. Point out how the sound "ou" is coded as in "goût."

Note: At this point, it might be brought out from a discussion of "chacun à son goût," an expression which appears in the conversation, that French children generally do not have much choice or say in what they eat: i.e., they are expected to eat what is put in front of them.

(c) As the students work in small groups, provide whatever help is needed.

(d) Evaluate the students' performance in the role-playing situation (Task Assessment). On the evaluation sheet, note gross errors in pronunciation and structures for remedial work at a later time.

(e) Review the evaluation sheets after all the role-playing

on your evaluation sheet for you to read.

P.O. 4 (1) (2) (3) (5) (7) (8) (9)

When you have completed Task 5, get the direction sheet for Task 6 and begin work on it.

sessions have been completed. Note those students who are below the task criterion (3 minimum of a 0-5 scale of fluency and comprehensibility) and plan for additional small-group work to help these students achieve a greater degree of fluency.

(f) Have direction sheets ready for those students who complete Task 4 almost immediately and choose to go on to Task 5.

5. Reinforcement of Vocabulary

Refer to P.O. 6 also (1) (7) (9) (10)

(a) If this type of assignment is being attempted for the first time, some further explanation---beyond the instruction sheet---may be needed for individual students. This task may be assigned for homework.

(b) Check the notebooks particularly for accuracy of labelling and spelling.

Task #5

Student Objectives: To prepare your own dictionary for the vocabulary items learned in this unit. In this task, you will prepare entries for the following items:

. Four types of soup

. Four types of vegetables

. The verb "prendre" used with foods.

Task: Draw or collect pictures of your new word friends as listed above for your dictionary notebook. From your textbook, copy the dialogue sentence which describes the picture next to it. Underline the specific word represented by the picture or drawing. Be

(c) If this task is carried out in the classroom setting, optional enrichment tasks should be provided for those students who finish early.

6. Developing Grammatical Concepts

Refer to P.O. 7 (1) (2) (3) (4) (5) (6) (9) (10)

(a) Prepare and assemble the necessary audio-visual materials and equipment for this task.

. textbooks

. pictures

sure to speall everything correctly.

Task Assessments: Have another student check your work for accuracy of labelling and spelling. The final checking will be done by the teacher or the aide. Since this is basic material, you must reach 90 percent accuracy. If you finish this task early, go on to the following optional task.

P.O. 6 (1) (7) (9) (10)

Optional Task 3: In the Resource Area of the classroom you will find several French cookbooks written in English. Turn to the section on vegetables and how they are usually prepared by a French housewife. List at least four differences that you can think of with the way vegetables are bought, prepared, or eaten in an American home. Place your work in your folder for your teacher's comments.

P.O. 1 (9) and (10)

Task #6

Student Objectives:

1. To use all forms of the verb "prendre" correctly in speaking French, particularly with foods. You will remember that when you use "prendre" with names of foods it means "want". For example: "What kind of soup do you want?"

. slot board
. tape/tape recorder
. cassette

(b) Prepare a seven-item oral question/answer exercise on the verb "prendre" as used with foods. Two other versions of the test should also be prepared for those students who will have to be recycled through the material.

(c) In a large-group demonstration session, drill the verb "prendre" with various foods using pictures and two or more of the following types of drills:

. repetition
. substitution
. complex substitution
. transformation (singular/plural subjects or question/answer.)

Conclude the demonstration/drill session with the pattern generalization on the verb "prendre" - chiefly how the verb endings differ from

2. To understand how this verb is different from other verbs you have studied as far as the endings are concerned.

Task

Participate in the group drill/demonstration session conducted by your teacher. After the session, study the verb some more - you will find a summary on page 40 of your textbook at the bottom of the page. If you need more oral practice, use the cassette labelled D-6.

Task Assessment: Your teacher will check your ability to use this verb in the following way: you will be asked seven questions which require you to use different forms of the verb "prendre". Since this is basic material, you will be expected to answer with 90 percent accuracy.

P.O. 7 (1) (2) (3) (4) (5) (6) (9) (10)

When you have completed Task 6, go on to Task 7 or, if you choose, work on the following Optional Task:

Optional Task 4: In the Resource Center you will find three supplemental French textbooks. Look at the readings marked out for you in each one of the textbooks. All of them deal with food or eating. You know most of the vocabulary already - you can find the meaning of words you do not know in the dictionary

those of normal or regular verbs. Use a slot board or colored chalk on a blackboard to illustrate your points. Also, review the special meaning of this verb in the context of foods.

(d) Provide additional explanation or drill for those students who need it.

(e) Evaluate the students' functional mastery of this concept on a seven-item question answer exercise to a criterion of 90 percent accuracy.

(f) Provide additional help and practice for those students who do not reach the specified criterion or who do not seem to understand the grammatical concept involved. Re-evaluate these students by means of versions 2 and/or 3 of the original test.

(g) Have direction sheets ready for those students who complete Task o fairly quickly and choose to go on to

cards for each selection. These cards have been placed in the textbooks. Choose <u>one</u> selection from the three; read it silently until you understand it completely. When you are ready, do the reading comprehension exercise for the selection (also in the textbook). Check your answers from the key on the bottom of the sheet and place the exercise in your folder for your teacher to look at.

P.O. 5 (6) (9) (10)

Task 7 rather than do the optional enrichment task.

(h) Provide optional enrichment tasks for those students who are successful on their first try at the assessment task: (i) Select three readings from supplemental textbooks. Indicate pages of reading selections on bookmarks and place in books; (ii) Prepare dictionary cards for the three reading selections and place them in the textbooks; (iii) Prepare a ten-item reading comprehension exercise with a key for each one of the reading selections and insert them in the textbooks.

P.O. 5 (6) (9) (10)

7. Developing Grammatical Concepts

Refer to P.O. 7 also (1) (2) (3) (4) (5) (6) (9) (10)

(a) Prepare and assemble the audiovisual materials and equipment needed for this

Task #7

Student Objectives:

1. To use the expression "aller prendre" correctly (with foods) in speaking French.
2. To understand how the verb "aller"

task:

. textbooks
. slot board
. colored chalk
. tape recordings/tape recorder
. cassettes/cassette recorder

(b) Prepare and tape a ten item oral substitution test on the expression "aller prendre." Two other versions of the test should also be prepared for those students who will have to be recycled through the material.

(c) In a brief, large-group demonstration session, stress the following points about the expression "aller prendre."

. the meaning of the expression when used with infinitives
. the grammatical concept involved in the combination of "aller" plus infinitive

can be used with other verbs and what these new combinations mean.

Task: Participate in the group demonstration session conducted by your teacher. After the session, study the expression "aller prendre" some more. You will find a summary on page 40 of your textbook (see the bottom of the page). If you feel you need more oral practice, use the cassette labelled D-7.

Task Assessment: Your teacher will check your ability to use the expression "aller prendre" in the following way:

Cue	Your Answer
. vous	. vous allez prendre de la soupe

You will be given ten of these oral substitution items and are expected to have eight out of the ten correct. This is an oral test which your teacher or the aide will give to you.

Important!!! As you work, remember the following points:

. the expression "aller prendre" is a different way of saying in French what you would like to eat. For example: "Je vais prendre de la soupe" means "I'll have soup." You have already learned the present tense

. the use of this construction with other verbs, for example: "je vais parler à Marie." A brief oral substitution drill may be used here.

Note: A transparency, slot board, flannel board, or colored chalk on the blackboard are useful in explaining this concept.

(d) Provide additional practice for those students who need it: a small-group drill session or individual practice with a cassette.

(e) Evaluate the students' oral proficiency in French on this item by having them do a ten-item oral substitution exercise. The criterion for this exercise is 80 percent accuracy (8 items correct out of 10).

(f) Provide additional help and practice for those students who do not reach the specified criterion. Re-evaluate

of the verb "aller." The second verb, "prendre" in this case, always remains the same. It does not change with the subject.

. other verbs can be used in the same way in place of "prendre."

For example, "Je vais parler à Marie" - "I'll talk to Mary." When you have completed Task #7, go on to Task #8 or, if you prefer, work this optional task:

P.O. 9, (1) (2) (3) (4) (5)

Optional Task 5

In this task you will learn how to use the expression "aller prendre" with other verbs and nouns. In the packet for this task, you will find a cassette and a work sheet. Both of them have six short drills on "aller" plus a verb. Do as many of these drills as you have time for. When you have finished the drills, prepare five sentences using "aller" plus a verb. Record these five sentences on your own cassette and put it in your folder for your teacher to listen to.

P.O. 7, (1) (2) (3) (4) (9) (10)

these students by means of speaking tests 2 and/or 3.

(g) Have direction sheets for Task 8 ready for those students who complete Task 7 fairly soon and choose to go on to Task 8 rather than the optional enrichment task.

(h) Provide optional enrichment tasks for those students who are successful on their first try at the assessment task.

P.O. 7 (1) (2) (3) (4) (9) (10)

A. Developing Listening Skills

Refer to P.O. 2, also (3) (7) (8) (9)

(a) Prepare and assemble the audio-visual materials and equipment needed for this task:

. Pictures

. Transparencies/overhead projector

. Tape-recordings/tape recorder

. Language Master cards/ Language Master

Task #8

Student Objective: To recognize the following when you hear them said in French in a short dialogue:

. Four kinds of meat

. Four names of animals

Task: Participate in the large-group session where your teacher will demonstrate and drill the meaning of the items listed above in a short dialogue. At the end of the large-group session you may want to take the listening comprehension exercise right away. If you need more practice, join one of the small groups working with the teacher or an aide

. Slides/Slide Projector

(b) Prepare and tape-record an eight item picture identification test for listening comprehension (i.e., the student listens to the picture description and then chooses the correct picture). Two other versions of the test should also be prepared for those students who need additional work on the material.

(c) In a large-group demonstration session, using visual materials, teach the meaning of the following items in the context of short dialogues:

. Four kinds of meat

. Four names of animals

(d) Provide additional individual practice for those students who need it (with the Language Master, for instance)

(e) Evaluate the students' grasp of meaning on an eight item

or you may drill yourself on the Language Master using Cards B1-B8.

Task Assessment: When you are ready, ask the teacher, aide, or a student who has already finished the task to give you the listening exercise for Task 8. You will be asked to point to pictures of an animal or a kind of meat when you hear them said on tape. You must achieve 90 percent on the listening exercise. Record your score for this test on your evaluation sheet with the date. If you didn't succeed on your first try, practice some more and try test #2 or test #3. If you did succeed, congratulations! Go on to Task #9 or work on the optional task.

P.O. 2 (3) (7) (8) (9)

Optional Task 6: Go to the Resource Area of the classroom. Pick up the slides and cassette labelled "A la ferme." Look at the slides and listen to the cassette several times. When you are ready, do the listening comprehension exercise at the end of the narration on the cassette. Correct the exercise from the key and put your answer sheet in your folder.

P.O. 2 (1) (9)

listening comprehension test involving the matching of visual and oral items. The criterion for this test is 90 percent.

(f) Provide additional help and practice for those students who do not reach the specified criterion. Re-evaluate these students by means of comprehension tests 2 and/or 3.

(g) Have pictures, cassettes or tapes ready for those students who complete Task 8 almost immediately and choose to go on to Task 9 rather than do the optional task.

(h) Provide optional enrichment tasks for those students who are successful on their first try at the Assessment Task.

9. Developing Speaking Skills

Refer to P.O. 3. Also (2) (7) (8) (9)

(a) Prepare and assemble the necessary audio-visual materials

Task #9

Student Objective: To be able to name and use the following items orally in sentences or in a dialogue with pronunciation, fluency, and accuracy acceptable to the teacher or aide.

and equipment for this task:

. pictures

. texts of two dialogues previously learned

. tapes/tape recorder

. cassettes/cassette recorder

(b) In a large-group drill session, teach the pronunciation of the following items in the context of simple dialogues:

. Four kinds of meat

. Four names of animals

(c) Provide additional practice for those students who need it: a small-group session of individual practice with a cassette

(d) Evaluate the students' proficiency in French on these items by having them do one of the following assessment tasks:

(1) Describe five pictures orally.

(2) Role-play a situation involving either a visit

. Four kinds of meat

. Four names of animals

Tasks:

Step (a): Participate in a large-group drill session where you will practice the items listed above orally using pictures and also in two short dialogues that you know already: "Visite au zoo" and "Au Restaurant." At the end of the session, you may want to go on to Step (b) right away, but if you need more practice and review, join a drill group or work on your own using your textbook (Pages 29, 37 and 41) and a cassette. (#9-4)

Step (b): With a friend or group of friends you can do one of the following:

(1) Prepare oral descriptions of the pictures in your textbook (Page 41)

(2) Prepare oral versions of the dialogue "Visite au zoo" or "Au Restaurant" but using the new vocabulary you have just learned!

Task Assessment: When you and your group are ready, ask the aide or the teacher to listen to your oral presentation. Your own pronunciation, fluency, and accuracy in French must be at least acceptable: i.e.,

to a farm or a scene in a restaurant

Fluency, pronunciation, and accuracy of usage in both cases should reach a minimum of 3 on a 0-5 scale.

(e) Provide additional help and practice for those students who do not reach the criterion. Re-evaluate these students.

(f) Have direction sheets and materials ready for those students who complete Task 9 fairly quickly.

10. Developing Speaking Skills

Refer to P.O. 3. Also (2) (7) (8) (9)

(a) Prepare and assemble the necessary audio-visual materials and equipment for this task.

(b) In a large-group drill session, and using a variety of visual materials, teach the pronunciation of the following items in the context of a short sentence:

a minimum score of 3 on a 0-5 scale. Record your scores on the evaluation sheet with the date. If you were not successful, practice some more and try again ... Go on to Task #10.

P.O. 3 (2) (7) (8) (9)

Task #10

Student Objective: To be able to name the following items orally in French from pictures with pronunciation and fluency acceptable to the teacher or teacher aide:

. The names of four kinds of pie

. The names of four kinds of fruit

Task: Use the Language Master and Language Master Cards (C 1-8) or your textbook (page 42) and a cassette (#10-1) for practice. Drill these items until you feel that you know them well. Ask a friend to check you on them.

Task Assessment: Ask the teacher or a student

. The names of four kinds of pie

. The names of four kinds of fruit

(c) Provide additional practice for those students who need it.

(d) Evaluate the students' oral proficiency on this task by having them identify pictures of the items listed above. Criterion for accuracy is 90 percent. Pronunciation and fluency should reach a minimum of 3 on a 0-5 scale.

(e) Provide additional help and practice for those students who do not reach the criterion and re-evaluate them.

(f) Have all materials ready and available for Task #11.

(g) Provide at least one optional enrichment task for those students who prefer not to go on to Task #11 immediately.

aide to give you the speaking exercises for Task #10. You will be asked to identify eight pictures of fruits and pies. You must be 90 percent correct in your identification. Your pronunciation and fluency must be "acceptable"; i.e., a minimum of 3 on a 0-5 scale. Record your scores on the progress sheet with the date. Go on to Task #11 or do the following optional task:

Optional Task 1: Go to the Games Shelf* in the Resource Area. Look over the games which have a green sticker on them. You now know all the words necessary to play these. Get a few friends to join you in playing the game and "Amusez-vous!"

*Adaptations of Lotto, Password, Jeopardy, etc.

P.O. 3 (2) (7) (8) (9)

11. Developing Speaking and Reading Skills

Refer to P.O. 3 and 4. Also (2) (7) (8) (9)

(a) Prepare and assemble the necessary audio-visual materials and equipment for this task.

(b) In a large-group session, review the following items which were recently introduced:

. The names of four kinds of pie

. The names of four kinds of fruit

Model and play the tape for Conversation A (Page 43). Accuracy, fluency, and pronunciation should reach a minimum of 3 on a scale of 0-5.

(c) Provide additional practice for those students who need it.

(d) Evaluate the students' oral proficiency on this task by

Task #11

Student Objective: To be able to use the following items orally in a conversational situation and in oral reading with pronunciation and fluency acceptable to the teacher or an aide:

. The names of four kinds of pie

. The names of four kinds of fruit

Task: Take part in a large-group session where the teacher will review the items tested above and will also drill Conversation A (Page 43), both live and on tape. After the large-group session is over, reread Conversation A several times either silently or with a cassette (#11-1). When you feel that you know Conversation A well enough, join a small group and role-play Conversation A. Try different roles until you find one that suits you. Practice with your group until you can do Conversation A fluently and easily.

Task Assessment: When your group is ready, read the parts first and then role-play Conversation A for your teacher or aide, who will evaluate your performance and write in comments on your progress sheet. The minimum

having them role-play Conversation A (Page 43). Accuracy, fluency, and pronunciation should reach a minimum of 3 on a scale of 0-5.

(e) Provide additional practice and help for those students who do not achieve the criterion.

(f) Have all materials ready and available for Task #12.

(g) Provide at least one optional enrichment task for those students who prefer not to go on to Task #12 immediately.

12. Reinforcement of Vocabulary

Refer to P.O.'s (2) (3) (4) (5) (6) (9)

See #5 for model. Content here involves names of fruits and pies.

13. Developing Cultural Concepts

Refer to P.O. 1 (2) (3) (9)

(a) Assemble all materials, food samples, pictures, slides, cookbooks, etc.

rating for this task is "acceptable" or 3 on a scale of 0-5. When you have finished the Task Assessment successfully, go on to Task #12 or do the following optional task:

P.O. 3 and 4 (2) (7) (8) (9)

Optional Task 8: Read Conversation B on Page 43 silently with or without the cassette (#11-2). Practice reading it aloud with a friend and record your reading on your own cassette. If you still have time, work out the answers to the oral questions on Cassette #11-2. Check your answers against the key which is on the cassette also. Practice the questions and answers with a friend and record them on your own cassette. Be sure to put your cassette in your folder so that your teacher can listen to it.

P.O. 4 (5) (9) (10)

Task #12

See Task #5 for model. Content here involves names of fruits and pies.

P.O.'s (2) (3) (4) (5) (6) (9)

Task #13

Student Objective: To learn about some typical French desserts and how to arrange, serve, and eat a fruit and cheese course "à la française."

(b) Set a small table in the French manner for serving the fruit and cheese course. Describe or demonstrate how this course is prepared, served, and eaten. Teach the students the names of three or four of the most common dessert cheeses. Describe how these taste or better still, distribute samples.

(c) In a large-group situation discuss cultural contrasts with regard to dessert choices. Emphasize French appreciation for the subtle mingling of flavors and textures in foods. Describe two or three other typical desserts such as "mousse au chocolat", "Baba au rhum", etc. The teacher may also wish to teach the students the names of two or three types of "pâtisseries".

(d) Prepare guide questions for the Task Assessment and

Task: Participate in the large-group session and discussion on some typical French desserts.

Task Assessment: Before the discussion session, you will be given a sheet with a series of guide questions to consider. When the large-group session is over, begin writing up your answers to the guide questions. Be sure to consult the books and other printed materials in the Resource Area of the classroom. When you have completed your work, place it in your folder for your teacher to read.

P.O. 1 (2) (3) (9)

distribute these to the students. The questions should focus on the following points:

1. What are some typical desserts served in the student's own home?
2. What are some typical French desserts?
3. What cultural contrasts can be drawn from questions (1) and (2)?

14. Developing Writing and Listening Skills

Refer to P.O. 2 and 6. Also (3) (9)

(a) Prepare and tape three short dictations based on Conversation A (Page 43). Incorporate as much of the new vocabulary terms (meats, fruits, pies, etc.) as possible. The criterion for this task assessment should be no more than four errors per dictation.

(b) If this activity is new to the students, demonstrate

Task #14

Student Objective: To be able to take a dictation on Conversation A (Page 43) of your textbook, incorporating all the new word substitutions you have just learned: names of meats, animals, fruits, pies, etc. You should have no more than four errors in your dictation.

Task: Participate in a large-group session where your teacher will demonstrate how best to prepare for a dictation and how to take one.

Take as much time as you need to prepare for the dictation. When you are ready, go to the listening center with paper and pencil.

study techniques and dictation procedures in a large-group situation.

(c) Provide additional help, explanation or drill for students who need it. Re-evaluate students as necessary.

(d) Have direction sheets and materials ready for Task #15, for those students who complete Task #14 fairly quickly and prefer not to do the optional enrichment task.

(e) Provide optional enrichment tasks for those students who are successful on their first try at the assessment task.

15. Developing Writing Skills and Culture

Refer to P.O.'s 1 and 6. Also (2) (3) (7) and (9)

Concepts

(a) Collect the necessary visual

Task Assessment: Write the dictation according to the directions on the tape. Be sure to reread and recheck your paper very carefully. When you are ready, take your paper to a student aide who will check it. If you have more than four errors, review the material carefully again and ask for a retest. If you have less than four errors, "Félicitations" and go on to Task #15 or do the optional task described below.

P.O. 2 and 6; (3) and (9)

Optional Task 9: In file drawer #3, you will find a folder marked "Task #14 - Optional." In the folder, you will find a story version of Conversation A. The story has blanks in it and no ending. Your task is to complete the story in any way that you wish -- including a surprise ending. IMPORTANT!! Stick to vocabulary that you know. Be sure to place your masterpiece in your folder.

P.O. 5, 6 (9) (10)

Task #15

Student Objectives: (a) To be able to pronounce the names of four French artists correctly as well as the names of four of their works. (b) To write a short description of one of the paintings in a way that is "acceptable"

materials for this task:

. Reproductions and/or slides of still lifes by Matisse, Cézanne, Manet, Bonnard, etc.

(b) In a large-group situation:

. Explain the purposes and procedures of this activity

. Tell the students a little about the artist and the history of and background of each still life.

. Teach the students how to correctly pronounce the names of the artists and titles of each still life.

. Teach the students how to write correctly the names of the artists and the titles of each still life.

. Review orally basic vocabulary needed: colors, names of fruits, expressions of liking or disliking, etc.

(c) Prepare a word bank of the above basic vocabulary in written form to be displayed to the teacher. (3 on a 0-5 scale.)

Tasks: Participate in a large-group session where you will learn how to pronounce the names of the artists and four of their works. Your teacher will also tell something about the artist as well as the history and background of the still life. Join a small group working in front of one of the art reproductions displayed on the wall. Help choose a recorder or secretary for the group and then with the other members of your group, prepare a written description of the art reproduction in front of you. Help the recorder if necessary with spelling, verb endings, etc. Listen carefully as the recorder reads your group's composition and make suggestions. The composition will be written on an overhead transparency so changes can easily be made. Rejoin the large group where your teacher will put the different group compositions on the overhead projector for comments and suggestions.

Task Assessment: Be an art critic! On your own, prepare a short (one-half page) description of one of the still lifes displayed on the walls--the one you like the best--or one in the picture file or any of the art books

on the bulletin board. Make sure that picture dictionaries are available in the Resource Area.

*(d) In small group sessions, have the students, as an exercise in group composition, describe orally one of the reproductions of still lifes displayed on the walls around the room. Have one student in each group act as recorder. If possible, have the group compositions written on an overhead transparency.

*(e) In a second large group session, critique the group compositions using the overhead projector.

(f) Allow the students to work independently at writing in French a description of their favorite still lifes. They may choose one displayed in the classroom or look for art books and picture collections in the Resource in the Resource Area. If you forget a word or an expression, look at the "Banque des mots" on the bulletin board or at one of the picture dictionaries in the Resource Area. Be sure to include the following in your art criticism:

- the name of the artist
- the title of the still life
- a short, clear description of the still life
- why you like this particular still life or why you chose it.

When you have completed your art criticism, ask a friend to read it over for comments and suggestions. Write it up in final form (ball-point pen, please!) and place it in your folder for your teacher's comments and suggestions.

Your teacher will evaluate your written work for the following points:

- How well it is organized
- How clear it is
- How accurate it is in form and meaning

You must receive a total average of 3 (acceptable) on a 0-5 scale. If you fall below 3, write a second draft of the description after consulting with your teacher for

Area for other possibilities.

(g) Evaluate the students' written work for the following elements:

. organization

. clarity

. accuracy of meaning

. accuracy of form (structure, spelling, etc.)

The overall average should be at least 3 on a 0-5 scale; i.e., an "acceptable" rating.

(h) Have students who do not reach the criterion of 3 write a second draft of their descriptions. Provide suggestions and help as needed.

(i) Assemble direction sheets and materials for Task #16 for those students who complete this task fairly soon.

(j) Provide optional enrichment tasks for those students who prefer not to go on immediately to Task #16.

*Tasks (d) and (e) may be omitted with students who have had more suggestions and help. If you did succeed, go on to Task #16 or do the following optional task.

P.O.'s 1, 6 (2) (3) (7) (9)

Optional Task: Either on your own or with two or three of your friends, go to the Media Center. Ask the librarian for Series B Filmstrips on French Art. Preview these, select one, and from the printed material in the packet, prepare a short presentation for the total group. Tell your teacher the date when you will be ready to present your program.

P.O. 1 (9) (10)

experience with writing activities at the composition level.

APPENDIX

STUDENT COMPETENCIES - LEVEL I*

LISTENING

Level I

Taped utterances are spoken in the foreign language by native speakers. Teacher speaks in standard careful speech at normal speed.

I. Situational

A. Student has vocabulary and structure necessary to understand

1. Greetings
2. Expressions of health and sickness
3. Introductions of persons
4. Giving and asking of names
5. Cardinal and ordinal numbers 1-100
6. Family relationships
7. Age and birthday expressions
8. Addresses
9. Telephone numbers
10. Time-telling
11. Months, days of week, seasons
12. Ordering of foods in restaurants
13. Weather expressions
14. Common pastimes (sports, movies, dances)
15. Shopping for clothes and food

B. Student identifies subject of a simple exchange of dialogue.
C. Student identifies the proper oral rejoinders to simple oral questions or statements.
D. Student understands routine classroom directions.
E. Student understands recombination of familiar material after several hearings.

II. Structural

A. Student comprehends aurally the sound system including accent, rhythm, and intonation.
B. Student discriminates among all sounds in the foreign languages as they are given in utterances of one or two syllables.
C. Student understands names of punctuation marks and accents.
D. Student understands these interrogative words (list according to language).
E. Student distinguishes among affirmative, negative, interrogative utterances.
F. Student understands these common prepositions (list according to language).

*Adapted from Skills Charts: Levels I-IV developed by Montgomery County Public Schools

Level I, Con't

G. Student understands the following structures:

1. Present tense of verbs
2. Pronoun direct objects
3. Possessive adjectives
4. Demonstrative adjectives
5. Disjunctive pronouns
6. Indefinite and definite articles
7. Masculine and feminine forms of regular adjectives and selected exceptions

SPEAKING

Level I

Mimicked and directed utterances are spoken with good rhythm, intonation, and pronunciation at a speed slower than native. Original utterances are spoken well enough to be understood.

I. Mimicry (Immediate repetition of a model)

A. Student imitates accurately all sounds.
B. Student imitates accurately all dialogue sentences and structures practiced at this level.
C. Student learns alphabet by repetition.

II. Directed (Teacher-motivated responses)

A. Student answers simple questions on subjects which he understands aurally, manipulating correctly the pronoun and verb in the present tense.
B. Student answers correctly simple questions containing interrogative words on subjects which he understands aurally.
C. Student answers simple questions using correctly the negative form of the verb in the present tense.
D. Student responds correctly to simple questions involving:

1. Greetings
2. Expressions of health and sickness
3. Introductions of persons
4. Giving and asking of names
5. Cardinal and ordinal numbers 1-100
6. Family relationships
7. Age and birthday expressions
8. Addresses
9. Telephone numbers
10. Time-telling
11. Months, days of week, seasons
12. Ordering of foods in restaurant
13. Weather expressions
14. Common pastimes (sports, movies, dances)
15. Shopping for clothes and food

E. Student uses cardinal and ordinal numbers 1-100 correctly.
F. Student uses common colors correctly.

III. Original (creative expression)

A. Student spells orally using the foreign alphabet.
B. Student uses correctly the following verbs in the present tense (list according to foreign language).
C. Student uses correctly pronoun direct objects.
D. Student uses correctly possessive adjectives.
E. Student uses correctly disjunctive pronouns.
F. Student uses correctly indefinite and definite articles.
G. Student uses correctly masculine and feminine forms of regular adjectives and selected exceptions.

READING

Level I

The vocabulary and language structures which serve for reading are those which have been previously mastered aurally-orally in the student's development of the listening-speaking skills.

I. Intensive (teacher-guided)

A. Student reads basic dialogues with ease and understanding.
B. Student reads questions and answers related to basic dialogues.
C. Student reads aloud or silently a variety of conversations and recombinations of both vocabulary and language structures.
D. Student reads questions based on conversation passages.

WRITING

Level I

All written work is based on words, phrases, and sentences which the student has first learned orally.

I. Dictated Composition

A. Student copies correctly all material which he has learned orally.
B. Student spells correctly as they are dictated the following items:

1. Numbers 1-100
2. Days of week, seasons, months
3. Simple time-telling expressions
4. Names of family relationships
5. Certain other common words (about 300) and expressions from basic text.

II. Directed Composition

A. Student writes answers to questions based on selected conversations read.
B. Student writes simple reports based on answers to questions about selected conversations and/or dialogues read.

STUDENT COMPETENCIES - LEVEL II*

LISTENING

Level II

Taped and teacher utterances are spoken in standard, careful language at normal speed. The listening skill refers to understanding of the oral language only without reference to written form.

I. Situational

A. Student enriches previously learned situations with new vocabulary and structures.
B. Student understands some unfamiliar phrases and words through "sensible guessing" within the context of a familiar subject.
C. Student understands recombinations of familiar material after several listening sessions.
D. Student understands most of the details of a dialogue in the following situations:

1. Shopping
2. Directions
3. Various everyday life situations
4. Vacation travel (routes, hotels, tickets, reservations)
5. Additional pastimes

II. Structural

A. Student becomes more skillful in differentiating between phonemes.
B. Student understands all common pronouns, objects of verbs and prepositions.
C. Student can distinguish among present and past tenses and the imperative form.
D. Student understands the following structures:

1. Present, future, and past tenses.
2. Selected irregular verbs in present, future and past tenses.
3. Reflexive verbs.
4. Indirect object pronouns.

SPEAKING

Level II

All mimicked and directed utterances are spoken with good rhythm, intonation and pronunciation at a speed somewhat slower than native. All original utterances are spoken well enough to be understood.

*Adapted from Skills Charts: Levels I-IV developed by Montgomery County Public Schools.

I. Mimicry (immediate repetition of model)

A. Student imitates accurately selected dialogue sentences, structures, and vocabulary studied at this level.
B. Student becomes more skillful in differentiating between sounds.

II. Directed (teacher-motivated responses)

A. Student reads aloud after several hearings that material which has been studied in written form.
B. Student responds in complete sentences to questions based on reading material and dialogues presented at this level.
C. Student prepares oral summaries based on material read.
D. Student formulates questions based on dialogues and reading selections already mastered.

III. Original (creative expression)

Student uses correctly the structures learned in the listening skills.

READING

Level II

All material read is either a recombination of known lexical and structural items or is initially presented by the teacher for comprehension and pronunciation.

I. Intensive (teacher-guided)

A. Student reads a variety of materials developed by textbook writers.
B. Student reads questions and answers based on textbook.

II. Semi-Extensive (teacher-motivated)

A. Student reads conversations.
B. Student reads question-answer exercises based on conversations.
C. Student reads substitution exercises based on conversations.

WRITING

Level II

All written work is spelled correctly and reflects the correct use of the idioms and structures of the language.

I. Dictated

A. Student writes from dictation paragraphs based on answers to questions on material read, vocabulary, structures, and written compositions previously learned in oral form.
B. Student spells correctly vocabulary words and phrases studied for active use at this level.

II. Directed

A. Student uses correctly structures learned at this level making the necessary written changes required by the grammatical patterns.
B. Student writes answers to questions based on material read.

III. Free

A. Student writes brief compositions on material read.
B. Student writes questions based on material read.